

Wake County Public School System

Third Grade Mathematics Observation Profile
for On-Going Assessment
and End of the Year Evaluation

Purpose:
This profile is designed as a recording document for monitoring an individual student’s progress throughout the school year. The information gathered in this document will be used to plan appropriate instruction, to share student progress with parents, and to determine progress report levels. The specific objectives from the *North Carolina Standard Course of Study* are clustered on this profile in four quarters.

DIRECTIONS FOR USE:

- ◆ Student’s performance is noted after observing application of the objective on three occasions. Mark the appropriate level (1, 2, 3, 4) for those items that are assessed each quarter.
- ◆ Mark the objective only after the student has demonstrated performance at any level at least three times.
- ◆ Include supporting documentation such as written samples, photos, electronic portfolio, journal entries, teacher observations, formal assessments, and project evaluations (rubrics).
- ◆ Indicate the student’s summative performance level (1, 2, 3, or 4) at the bottom of each column. This score should reflect the student’s overall performance for the quarter.
- ◆ This profile (along with 2-3 work samples) is to be included with the student’s records in the event of transfer or at the end of the year for the next teacher.

Resources:

Grade Three Math Pacing Guide
Learning and Teaching Guides
Alignment Lessons
NC Indicators

Descriptions of Levels of Performance

Level 1 (Limited Performance)

- Exhibits minimal performance
- Shows very little evidence of conceptual understanding and use of strategies
- Frequently responds with inappropriate answer and/or procedure
- Very often displays misunderstandings
- Infrequently completes tasks appropriately and accurately
- Needs assistance, guidance and modified instruction

Level 2 (Not yet proficient)

- Exhibits inconsistent performance and misunderstandings at times
- Shows some evidence of conceptual understanding
- Has difficulty applying strategies or completing tasks in unfamiliar situations
- Occasionally responds with the appropriate answer or procedure
- Frequently requires teacher guidance
- Demonstrates some Level 3 competencies but is inconsistent

Level 3 (Proficient)

- Exhibits consistent performance
- Shows conceptual understanding
- Applies strategies in most situations
- Responds with appropriate answer or procedure
- Completes tasks accurately
- Needs minimal assistance
- Exhibits fluency and applies learning
- Shows some flexibility in thinking
- Works with confidence
- Recognizes cause and effect relationships
- Applies models and explains concepts

Level 4 (Exceeds Expectations)

- Consistent performance beyond proficiency
- Works independently
- Understands advanced concepts
- Applies strategies creatively
- Analyzes and synthesizes
- Shows confidence and initiative
- Justifies and elaborates responses
- Makes critical judgments
- Make applications and extensions beyond proficiency; applies Level 3 competencies in more challenging situations

Comments:

First Quarter:

Second Quarter:

Third Quarter:

Fourth Quarter:

Grade 3 Observation Profile for On-Going Assessment and End of Year Evaluation

1st Quarter Goals and Objectives	
Number and Operations	
1.01	Develop number sense for whole numbers through 9,999.
a	Connect model, number word, and number using a variety of representations.
b	Build understanding of place value (ones through thousands).
c	Compare and order.
1.02	Develop fluency with multi-digit addition and subtraction through 9,999 using:
a	Strategies for adding and subtracting numbers.
c	Relationships between operations.
1.06	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.
Measurement	
2.01	Solve problems using measurement concepts and procedures involving:
a	Elapsed time.
b	Equivalent measures within the same measurement system.
2.02	Estimate and measure using appropriate units.
b	Length (miles, kilometers).
Geometry	
3.01	Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.
Data Analysis & Probability	
4.02	Determine the number of permutations and combinations of up to three items.
4.03	Solve probability problems using permutations and combinations.
Algebra	
5.01	Describe and extend numeric and geometric patterns.
5.02	Extend and find missing terms of repeating and growing patterns.
5.04	Find the value of the unknown in a number sentence.
Overall quarterly performance <input type="checkbox"/>	

2nd Quarter Goals and Objectives	
Number and Operations	
1.01	Develop number sense for whole numbers through 9,999.
b	Build understanding of place value (ones through thousands).
c	Compare and order.
1.02	Develop fluency with multi-digit addition and subtraction through 9,999 using:
a	Strategies for adding and subtracting numbers.
b	Estimation of sums and differences in appropriate situations.
1.03	Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using:
a	Strategies for multiplying and dividing numbers.
c	Relationships between operations.
1.04	Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.
1.06	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.
Geometry	
3.01	Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.
Data Analysis & Probability	
4.01	Collect, organize, analyze, and display data (including circle, graphs, and tables) to solve problems.
Algebra	
5.01	Describe and extend numeric and geometric patterns.
5.02	Extend and find missing terms of repeating and growing patterns.
5.03	Use symbols to represent unknown quantities in number sentences.
5.04	Find the value of the unknown in a number sentence.
Overall quarterly performance <input type="checkbox"/>	

3rd Quarter Goals and Objectives	
Number and Operations	
1.01	Develop number sense for whole numbers through 9,999.
b	Build understanding of place value (ones through thousands).
c	Compare and order.
1.02	Develop fluency with multi-digit addition and subtraction through 9,999 using:
a	Strategies for adding and subtracting numbers.
1.03	Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using:
a	Strategies for multiplying and dividing numbers.
b	Estimation of products and quotients in appropriate situations.
c	Relationships between operations.
1.04	Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.
1.05	Use area or region models and set models of fractions to explore part-whole relationships.
a	Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).
1.06	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.
Measurement	
2.01	Solve problems using measurement concepts and procedures involving:
a	Elapsed time.
Data Analysis & Probability	
4.01	Collect, organize, analyze, and display data (including circle, graphs, and tables) to solve problems.
4.02	Determine the number of permutations and combinations of up to three items.
4.03	Solve probability problems using permutations and combinations.
Algebra	
5.01	Describe and extend numeric and geometric patterns.
5.03	Use symbols to represent unknown quantities in number sentences.
5.04	Find the value of the unknown in a number sentence.
Overall quarterly performance <input type="checkbox"/>	

4th Quarter Goals and Objectives	
Number and Operations	
1.02	Develop fluency with multi-digit addition and subtraction through 9,999 using:
a	Strategies for adding and subtracting numbers.
1.03	Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using:
a	Strategies for multiplying and dividing numbers.
1.05	Use area or region models and set models of fractions to explore part-whole relationships.
a	Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).
b	Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.
c	Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.
d	Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers
e	Understand and use mixed numbers and their equivalent fraction forms.
1.06	Develop flexibility in solving problems by selecting
Measurement	
2.01	Solve problems using measurement concepts and procedures involving:
b	Equivalent measures within the same measurement system.
2.02	Estimate and measure using appropriate units.
b	Equivalent measures within the same measurement system.
c	Mass (ounces, pounds, grams, kilograms).
d	Temperature (Fahrenheit and Celsius)
Geometry	
3.01	Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.
3.02	Use a rectangular coordinate system to solve problems.
a	Graph and identify points with whole number and/or letter coordinates.
b	Describe the path between given points on the plane.
Data Analysis & Probability	
4.02	Determine the number of permutations and combinations of up to three items.
Overall quarterly performance <input type="checkbox"/>	